

Indicator 13 Monitoring Results for 2010-2011 & A look ahead to 2011-2012

1

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What is Indicator 13?

2

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Indicator 13 Monitoring 2010-2011

3

- 22 School Districts were monitored during the 2010-2011 school year
- Two (2) districts were monitored through Focused Monitoring; Twenty (20) were monitored through a single onsite visit
- Each onsite was completed by two (2) NHDOE Indicator 13 Reviewers
- Each onsite visit reviewed ten (10) student files for compliance in accordance with the NSTTAC Checklist, based on a district enrollment of less than 4,000 students
- Each file was for a student age 16 or above

Indicator 13 Checklist

4

- **COMPRISED OF 8 QUESTIONS**
- **FILE IN COMPLIANCE =
ALL 8 QUESTIONS IN COMPLIANCE**
- **DISTRICT IN 100% COMPLIANCE =
ALL 10 FILES REVIEWED IN COMPLIANCE**
- **IF A DISTRICT IS IN 100% COMPLIANCE NO
FOLLOW-UP MONITORING IS NECESSARY**
- **IF A DISTRICT IS NOT IN 100% COMPLIANCE,
FOLLOW-UP MONITORING IS REQUIRED**

DISTRICT RESULTS

Compliance Levels:

8 Districts at 100%

1 District at 90%

1 District at 70%

1 District at 50%

1 District at 40%

1 District at 30%

1 District at 20%

2 Districts at 10%

6 Districts at 0%

STATE RESULTS

- State Compliance for Indicator 13 for 2010-2011 was 36.4% with eight (8) districts in full compliance and fourteen (14) districts at varying levels of compliance below 100%
- This compliance data will be reported in the upcoming Annual Performance Report

2010-2011 State Compliance by Question

6

- Question 1 = 67% (PSG) (Lowest compliant)
- Question 2 = 67% (updated annually PSG)
- Question 3 = 85% (assessment)
- Question 4 = 80% (transition services)
- Question 5 = 89% (courses of study)
- Question 6 = 74% (annual IEP goal)
- Question 7 = 86% (student invite)
- Question 8 = 96% (prior consent) (Most compliant)

2011-2012 Compliance Process

7

- 16 High Schools were randomly selected for Indicator 13 onsite monitoring
- 14 School Districts will be go through onsite monitoring for a 2nd review due to noncompliance from 2010-2011
- 30 onsite monitoring visits will take place during the latter part of the 2011-2012 school year

2011-2012 Process Cont...

8

- **Each onsite will be conducted by 2 NHDOE indicator 13 reviewers**
- **The onsite will take place on a mutually agreed upon date**
- **20 files (students age 16 and up) will be randomly selected for each high school, unless the high school has less than 20 students that meet the criteria for this Indicator. The NHDOE will make adjustments for those districts accordingly. High schools will be notified of the 20 files in December 2011.**

2011-2012 Process Cont...

9

- **The high school will select 10 of the randomly preselected files to be reviewed by the NHDOE for compliance (unless the high school has fewer than 20 students that meet the criteria for this Indicator).**
- **Each of the 10 files will need to meet compliance for each of the 8 questions for the high school to be in 100% compliance (unless the high school has less than 20 students that meet the criteria for this Indicator).**

Transition IEP

10

The transition plan builds upon itself.

- 1) Students invited to their own IEP meetings**
- 2) Complete age appropriate transition/career assessment(s)**
- 3) Write Post Secondary Goals (PSG)**
- 4) Identify transition needs to support the PSGs**
- 5) Develop transition services to support transition needs**
- 6) Select courses of study to support PSGs**
- 7) Annual goal related to transition service need**
- 8) Consent and invite of outside agencies if needed**

Question 1

Post Secondary Goals

- PSG are goals that are to be met after high school graduation, not while in high school.
- Must have a PSG in education/training and employment.
- PSG for independent living, if applicable. The IEP team should determine if an independent living PSG is needed based on the information in the student's present level of performance and interests.

Post Secondary Goals ~ Compliance

12

- Compliance = 1 education/training PSG and 1 employment PSG for students who do not need an independent living PSG.
- Compliance = 1 education/training PSG and 1 employment PSG and 1 independent living PSG for students who need an independent living PSG.

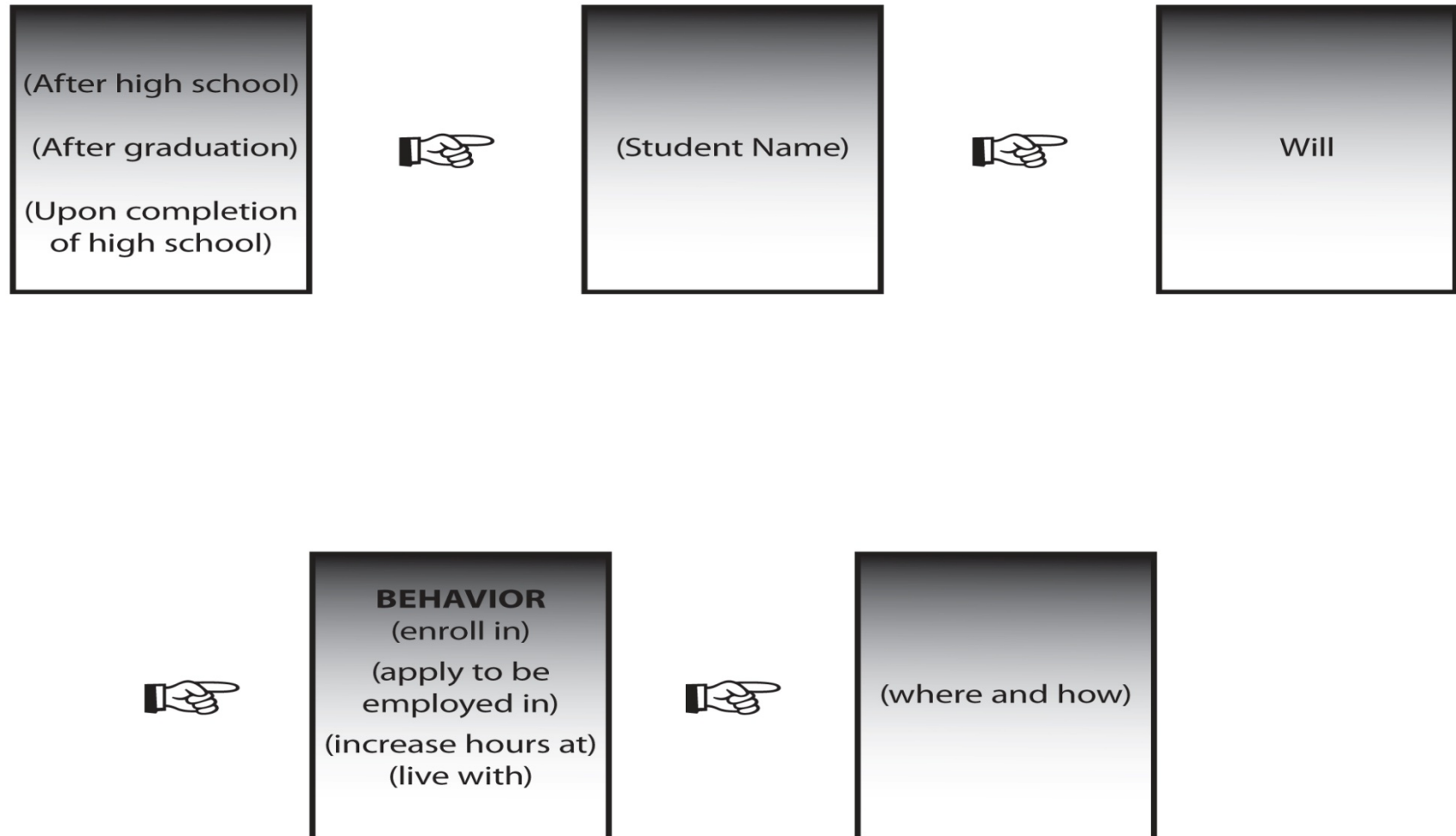
Post Secondary Goals ~ Noncompliance

13

- **Noncompliance = no PSGs at all.**
- **Noncompliance = PSGs are included, but are not measurable.**
- **Noncompliance = 1 PSG for education, but 0 for employment or vice versa.**

The diagram below suggests a format for writing postsecondary goals.

Different wording for all blocks can be acceptable but must ensure an observable student action that occurs after high school in one of the postsecondary domains of education/training, employment or independent living.



PSG Compliance vs. Noncompliance

15

In Compliance	Not in compliance
After high school graduation, McKenzie will enroll in a two-year training program in the area of auto mechanics.	McKenzie wants to study auto mechanics.
After high school, McKenzie will work part time in an auto body garage.	McKenzie is thinking about applying for a summer job .
Upon completion of high school, Amy will receive on the job training in horticulture while working as a farm hand at a local farm.	Amy likes plants and wants to learn more about that.
Upon completion of high school, Amy will work full time as a farm hand at a local farm.	Amy hopes to work at a farm.

Question 2

Post Secondary Goals updated annually?

- Reviewers will not be reviewing previous IEPs.
- This question is contingent on Question 1 being in compliance. If question 1 is in compliance, then question 2 is also in compliance, based on the fact that the IEP being reviewed is current.
- If the IEP being reviewed is not the current IEP, then this question is also not in compliance.

Question 3

PSGs based on transition assessment(s)

- Reviewers expect to see the age appropriate transition assessment(s) to support the IEP transition plan in the student's IEP folder. This assessment(s) should support the PSG, the transition service needs, etc.
- Assessments are ongoing and can be formal and/or informal.
- If the assessment doesn't support the PSGs then it is not in compliance.

Examples of Assessments from 2010-2011 onsite visits

18

- Questionnaires completed by the student, or in conjunction with the student, regarding their personal interests, believed strengths, goals for after high school, etc.
- Career Cruising or other online similar versions
- Vocational Assessments
- Guidance office documentation from meetings with student
- IEP meeting notes from discussions with the student

Examples of Assessments from 2010-2011 onsite visits

19

- Adaptive Behavior/ Daily Living Skills Assessment
- Interest Inventories
- Personality or preference tests
- Career Military or readiness tests
- Observation notes/student feedback from job shadows
- Intelligence/Achievement Tests

Question 4

Transition Services

- Transition Service(s) must reasonably enable the student to meet his/her PSGs.
- Compliance = at least one transition service that addresses a transition need related to the PSGs.
- Noncompliance = no transition services listed in IEP or no transition service that will reasonably enable student to meet PSGs.

Examples of Transition Services from 2010-2011 onsite visits

21

- Self-Advocacy Skills Instruction
- Personal banking instruction
- Work related social skills instruction
- Resume writing, online job application writing, etc instruction
- Voter registration instruction
- ELO, internship or job shadowing experience related to their PSG(s)
- Travel instruction (using the bus schedule during class instruction)

Examples of Transition Services cont.

22

- Food preparation and kitchen hygiene instruction
- Instruction in telling and calculating time
- Contacting disability services/resource centers on college campuses/training centers, etc.

Any service(s) that will teach the student how to support themselves once they are in the real world (after graduation) without the support of the high school that will reasonably enable the student to reach their PSGs.

Question 5

Courses of Study

- Courses of study must be listed for all years in the current IEP.
- Courses of study must support PSGs.
- Just having courses listed does not equal compliance. To be in compliance, the courses of study must reasonably enable the student to meet his/her PSGs listed in the IEP.

Question 6

Annual Goal related to transition service need

- You must have at least one annual goal that is related to a transition service need listed in the IEP.
- The annual goal does not have to be titled “transition” but it must clearly relate back to the transition service need.

Question 7

Student Invite

- Invitation or Meeting notice must be clearly addressed and delivered to the student and signed by the LEA
- Can be hand delivered, snail-mailed, etc.
- Documentation that this took place must be included in the student's IEP folder. A copy of the invite/meeting notice is sufficient for meeting this requirement.

Question 8

Proof of parental/ adult student consent to invite outside agency

- If an outside agency is listed as responsible for a transition service in the IEP for the current year, the reviewers will expect to find proof that parental or adult student consent was given to invite the outside agency to the IEP meeting.
- If the outside agency was invited by the parent, then there is no need for proof of consent in the IEP folder.

Onsite Review Expectations

27

- **Half Day Onsite**
- **High School will provide space for 2 reviewers and preselected IEP folders to be reviewed.**
- **High School will have a staff member knowledgeable of the IEP files being reviewed, available during the onsite for any questions that may arise from the reviewers.**
- **High School will be given the results of the onsite visit at the end of the onsite review.**
- **High School will be given an opportunity to ask any questions they may have about the onsite and will be able to include any staff they feel necessary for the discussion of the onsite results.**

Follow-up Correspondence after onsite completed

28

- **NHDOE will notify the high school in writing of the results of the onsite monitoring visit, including a breakdown data sheet of each file reviewed in accordance with the NSTTAC checklist.**
- **High school/district will have 60 days from receipt of the notification of compliance to correct student specific noncompliance.**
- **High school/district will have to provide proof of student specific corrections of noncompliance to McKenzie Harrington at the NHDOE by the end of the 60 day timeline.**
- **If compliance is not 100%, the high school will undergo a 2nd monitoring visit during the 2012-2013 school year.**

Other Indicator 13 Updates

29

- The NHDOE Indicator 13 Coordinator, Bruce Thielen, is currently contacting high schools to schedule the onsite monitoring date for the late winter/spring of 2012.
- The NHDOE intends to schedule more Indicator 13 trainings throughout the winter months of 2011 and 2012.
- The NHDOE is offering onsite technical assistance in the area of Indicator 13. To access this opportunity, please complete and submit a TA request to McKenzie Harrington.
- The TA Request form can be found at:
http://www.education.nh.gov/instruction/special_ed/tech_assist_consul.htm

NSTTAC Student Case Studies:

30

- Alex (17 year old -autism) -
<http://nstattac.appstate.edu/sites/default/files/assets/pdf/Alex.pdf>
- Allison- (18 year old - specific learning disability) –
<http://nstattac.appstate.edu/sites/default/files/assets/pdf/Allison.pdf>
- Stephanie – (20 year old - mild cognitive disability) -
<http://nstattac.appstate.edu/sites/default/files/assets/pdf/stephanie.pdf>
- Lilly – (20 year old –severe multiple disabilities) –
<http://nstattac.appstate.edu/sites/default/files/assets/pdf/lilly.pdf>

For more information:

31

**NH DEPARTMENT OF EDUCATION:
SECONDARY TRANSITION INFORMATION
[HTTP://WWW.EDUCATION.NH.GOV/INSTRUC
TION/SPECIAL_ED/SEC_TRANS.HTM](http://www.education.nh.gov/instruction/special_ed/sec_trans.htm)**

**NATIONAL SECONDARY TRANSITION
TECHNICAL ASSISTANCE CENTER (NSTTAC):
[HTTP://WWW.NSTTAC.ORG/](http://www.nsttac.org/)**

QUESTIONS?

32

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